DOCUMENT RESUME

ED 106 629 CE 003 803

AUTHOR Harrod, James
TITLE Career Development Guides: Career Awareness Through Afro-American Literature.
INSTITUTION University City School District, Mo.
PUB DATE 74
NOTE 15p.; For related documents see CE 003 801-2 and CE 003 804-7

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS African American Studies; *Career Awareness; Career Education; Civil Rights; *Curriculum Guides; Individual Development; Instructional Materials; Negroes; *Negro Literature; Resource Materials; Secondary Education; *Secondary Grades; Self Concept; Teacher Developed Materials; *Unit Plan; Vocational Development

ABSTRACT

The guide contains a secondary school unit plan in Afro-American literature geared toward enhancing the students' concept of career through self-awareness, educational awareness, and career awareness. At the same time, it is aimed at developing students' general language skills. Units outline goals, developmental objectives, performance activities, and outcome measures. Unit topics include "Who Does Your Thinking for You?," "Know Thyself," "Civil Rights," and "Careers." Supplemental lists provide suggested additional activities and instructional materials (mostly literary sources grouped by lesson unit and degree of reading difficulty, but also filmstrips, movies, and tapes). (JR)

CAREER AWARENESS THROUGH AFRO-AMERICAN LITERATURE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED106629

CAREER DEVELOPMENT GUIDES

CG003803

2

SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

TOPIC: C A R E E R S I N E D U C A T I O N

AREA: Career Awareness Through Afro-American Literature

AUTHOR: James Harrod, Teacher

PERFORMANCE LEVEL: Secondary -
Grades 9 - 12

SCHOOL: ALTERNATIVE HIGH SCHOOL
University City, Missouri

DATE: JUNE 20-21, 1974

Cover design by Cynthia Edwards.

INTRODUCTION

This unit plan is geared toward enhancing the student's concept of "career" through self awareness, educational awareness and occupational awareness. Examples and model roles are supplied for each stated area so that the student will be able to emphasize and understand the area and most of all himself/herself as well. The literature chosen exemplifies the areas involved in this unit.

GENERAL OBJECTIVES FOR THE EXPERIENCES

1. To introduce students to Negro contributions to literature that involves self awareness, educational awareness and occupational awareness.
2. To help students of all races to a better understanding of themselves and of each other.
3. To explore the uniqueness of Negro experience as related to Negro literary creations.
4. To relate the contents of these units to contemporary life.
5. To introduce to students the various occupational areas in the literary world.

GENERAL LANGUAGE SKILLS

1. To continue growth in vocabulary.
2. To guide youngsters into a skillful use of library facilities and other reference materials.
3. To achieve continued improvements in reading, writing, speaking, and listening.
4. To emphasize critical thinking and expository writing.

I. Who Does Your Thinking For You?

Domain: Self-Awareness

EXPERIENCE 1

GOAL: An individual through clear thinking and reasoning can prevent distortions and bad influences from those in our society.

DEVELOPMENTAL OBJECTIVE: The student after reading excerpts from instructional materials at the end of this experience, will demonstrate orally and in writing that one's strengths and values are formed by one's choices in everyday circumstances and inevitably self-awareness becomes a reality.

PERFORMANCE ACTIVITIES:

1. The student will do some exercises on reasoning and clear thinking in their language books.
2. Students will form small discussion groups from a list of given books.

OUTCOME MEASURES:

1. After students have read some excerpts from instruction materials, they will list those items that influenced or left an indelible mark on how they should analyze a particular situation autonomously.
2. The student will note whether he has anything in common with some of the protagonists taken from the instructional materials.
3. Students will write an essay on the factors they feel will influence them in deciding upon future education and work.

II. Know Thyself

Domain: Self-Awareness

EXPERIENCE 2

GOAL: All individuals, within themselves, have the desire to change and to grow.

DEVELOPMENTAL OBJECTIVE: Through reading and discussion from instructional materials students can see how a person develops his character, personality, and a philosophy of life. He will also analyze the "input" and "output" of the main character's success.

PERFORMANCE ACTIVITIES:

1. The student will read an excerpt from Richard Wright's autobiography, Black Boy.
2. Students will form small groups and discuss the selection.

OUTCOME MEASURES:

1. After students have read and discussed the excerpt, they will list the items they think were the strengths and values of Richard Wright.
2. The student will then write a paragraph or an essay in which he shows how Richard Wright's character and personality were shaped by his environment.
3. The student will note whether or not he has anything in common with Richard Wright.

III. Civil Rights

Domain: Educational Awareness

EXPERIENCE 3

GOAL: The problems of integration can be minimized if the shackles of prejudice are explored, deciphered and then betrayed.

DEVELOPMENTAL OBJECTIVE: After exploring the tragedies of prejudice, the student after viewing movies, filmstrips and listening to tapes, try to formulate independently his idea and solutions on the race problem.

PERFORMANCE ACTIVITIES:

1. Students will discuss non-violence as a creed.
2. Students will discuss the part fear plays in the relationship of southern white and black.
3. Students will recite excerpts from Martin Luther King's "I have a dream" speech and Nobel Prize acceptance speech.
4. Have students research and report on the Southern Christian Leadership Conference.
5. The teacher may read Letters from Mississippi Elizabeth Sutherland (McGraw Hill, Inc.) and share some of the new things learned from it with the class.

OUTCOME MEASURES:

1. Compare Martin Luther King's view of man as expressed in his 1964 Nobel Prize acceptance speech with William Faulkner's in his 1949 acceptance speech.

2. Create artistic impressions of the 1963 March on Washington and the 1963 Birmingham Campaign. Write a poem or song about either event.
3. Check Article 4, Section 4 of the U.S. Constitution as cited by George Wallace in connection with use of troops in civil disturbances. Find examples of use of troops during civil rights struggles and more contemporary incidents and compare.
4. A group of students may present a skit dramatizing the Jefferson Bank strife in St. Louis in 1963.
5. The students will then develop posters graphically presenting leaders of the Jefferson Bank Civil Rights movement, phases of the drive, etc.
6. After students have seen filmstrip entitled Rush Toward Freedom they will write a composition about the men who abducted and murdered Goodman, Chaney and Schwerner. Use imagination. Describe them, their personalities, lives, the way they felt then and in the days following. Choose compositions to be read aloud as jumping-off places for class discussions.

IV. Careers

Domain: Occupational Awareness

EXPERIENCE 4

GOAL: Students can learn and gain knowledge about occupational opportunities through literature and audio-visuals about people in various jobs.

DEVELOPMENTAL OBJECTIVE: After several weeks during which students interview and interact with resource people of the community, viewing filmstrips, and reading career books, they will demonstrate in writing what they have learned about people who have chosen careers and also indicate in writing whether they feel strongly about any particular career talked about.

PERFORMANCE ACTIVITIES:

1. The student will view the filmstrip: "Black Experience In the Arts" which provides vivid vignettes, illuminating significant moments from the remembered past and forceful fragments of the present as seen by four perceptive people.
2. The following resource people will be researched:
   (a) Musician - Conductors
   (b) Playwrights
   (c) Actors
   (d) Painters
   (e) Journalists

OUTCOME MEASURES:

1. Have a student interview a leader or member of a local symphony

orchestra to get his views on the prospects for black conductors in the United States today.

2. Have students write an essay on the factors they feel will influence them in deciding upon future education and work.
3. Write an essay on:
   (a) James Earl Jones' philosophy of life
   (b) How Jones has made being black a positive force in his life and his career
4. Display some photographs of Harlem, and ask students to produce their own art work based on them.
5. Students will indicate whether or not he feels drawn to any of the careers described.

SUPPLEMENTARY ACTIVITIES

1. Report on the Poor People's March on Washington in 1968.
2. Compile a list of additional blacks who are a new power in politics.
3. Research and report on voting rights as set forth in the U.S. Constitution. Include material on grandfather clauses, poll taxes, literacy tests, regulations of individual states about voting (include your state).
4. Two students may research and report on the career of Adam Clayton Powell.
5. Assign someone to report on the Supreme Court decisions of May 1954, and October 1969, in regard to segregation in public schools.
6. Dr. Kenneth B. Clark has written a book called Prejudice and Your Child. Hold a class discussion on how to rear a child in regard to prejudice.
7. Choose a specific problem dealing with prejudice in the neighborhood, city, or school applying the following steps to solving the conflict:
   (a) statement of problem
   (b) exploration of problem -- history -- people involved
   (c) suggestion of solutions
   (d) best solution -- time wise -- money wise -- result wise
   (e) suggestions for trying out the solution (plan of action)

INSTRUCTIONAL MATERIALS

EXPERIENCE 1

Books of Moderate Difficulty:

South Town by Lorenz Graham

A Raisin in the Sun by Lorraine Hansberry

Julie's Heritage by Catherine Marshall

The Lilies of the Field by William Barrett

All American by John Tunis

EXPERIENCE 2

Books of Moderate Difficulty:

Yes I Can by Sammy Davis Jr.

Tolliver by Florence Crannell Means

Victory Over Myself by Floyd Patterson

Durange Street by Frank Bonham

The Seeking by Will Thomas

Advanced Books:

Take A Giant Step by Louis Peterson

A Touch of Innocence by Katherine Dunham

Black Boy by Richard Wright

Jazz Country by Nat Hentoff

Lena by Lena Horne

Very Advanced Books (Teacher should read before assigning):

To Tell It On The Mountain by James Baldwin

The Autobiography of Malcolm X by Malcolm X

A Drop of Patience by William Melvin Kelly

Invisible Man by Ralph Ellison

Manchild in the Promised Land by Claude Brown

Brown Girl, Brownstones by Paule Marshall

Sissie by John A. Williams

EXPERIENCE 3

Books (Harmonius Human Relations):

The Seeking by Will Thomas

Abel's Daughter by Rachel Maddux

Whispering Willow by Elizabeth Hamilton Friermood

A Patch of Blue by Elizabeth Kata

Books (Problems of Integration):

Willow Hill by Phyllis A. Whitney

Lions in the Way by Bella Rodman

Baseball Has Done It by Jackie Robinson

Wait Till Next Year by Carl Rowan

Books (Tragedy of Prejudice):

Nigger by Dick Gregory

Road Without Turning by James H. Robinson

Blues for Mr. Charlie by James Baldwin

Native Son and Black Boy by Richard Wright

Bettle Creek by William Demby

Filmstrips:

"Rush Toward Freedom" - Warren Schloat Productions

"Scholastic Black Culture Program" by Dorothy Matlock

"Black Poems Black Images" Warren Schloat Productions

Movies:

"Alfred" - 20 minutes

"Angry Negro" - 30 Minutes

"Diary of a Harlem Family" - 20 minutes

"I Have A Dream" . . . The Life of Martin Luther King - 35 minutes

Tapes:

Choice of Two Roads - 60 minutes

Early Civil Rights Movements - 78 minutes

Martin Luther King Memorial in Central Park - 78 minutes

EXPERIENCE 4

Books (Medicine):

Doctor Dan: Pioneer in American Surgery by Helen Buckler

A Cap for Mary Ellis by Hope Newell

Books (Teaching)

To Sir With Love by E. R. Braithwaite

Echo in My Soul by Septima Poinsette Clark

Books (Ministry):

Howard Thurman: Portrait of Practical Dreamer by Elizabeth Yates

Road Without Turning by James H. Robinson

Books (Diplomacy):

Ralph J. Bunche: Fighter for Peace by J. Alvin Kugelmass

Books (Music):

My Lord, What A Morning by Mariean Anderson

A Drop of Patience by William Melvin Kelly

Julie's Heritage by Catherine Marshall

Books (Dancing):

Yes I Can by Sammy Davis, Jr.

Hold Fast To Your Dreams by Catherine Blanton

Books (Sports):

Maybe I'll Pitch Forever by Leroy (Satchel) Paige

The Cassius Clay Story by George Sullivan

I Always Wanted To Be Somebody by Althea Gibson

Wait Till Next Year by Carl Rowan

Filmstrips:

"The Black Experience In The Arts"

"Negro Art In America"

ADDITIONAL BIBLIOGRAPHY

Anderson, Margaret. The Children Of The South. Dell Delta.

Baldwin, James. The Fire Next Time. Dell.

Bennett, Lerone, Jr. What Manner Of Man. Simon & Schuster.

Berman, Daniel M. It Is So Ordered. Norton

Blaustein, A.P.D. Civil Rights And The American Negro. Simon & Schuster.

Zangrando, R.L. (eds.) Negro. Simon & Schuster.

National Advisory Commission on Civil Disorders. Report Of The National Advisory Commission On Civil Disorders. Bantam.

Parks, Gordon. The Learning Tree. Fawcett, Crest.

Urban America Inc. One Year Later. Praeger.

Urban Coalition (eds.)

Woodward, C. Vann. The Strange Career of Jim Crow. Oxford.